



## EDITH L FRIERSON ELEMENTARY

6133 Maybank Highway  
Wadmalaw Island, SC 29487

**GRADES** PK-6 Elementary School

**ENROLLMENT** 133 Students

**PRINCIPAL** Blondell Adams 843-559-4500

**SUPERINTENDENT** Dr. Maria L. Goodloe 843-937-6319

**BOARD CHAIR** Ms. Nancy Cook 843-760-2635



## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	12	55	51	3

#### IMPROVEMENT RATING:

#### UNSATISFACTORY

#### ADEQUATE YEARLY PROGRESS:

#### YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Average	Unsatisfactory	N/A
<b>2002</b>	Below Average	Unsatisfactory	N/A
<b>2003</b>	Below Average	Unsatisfactory	Yes
<b>2004</b>	Average	Unsatisfactory	Yes

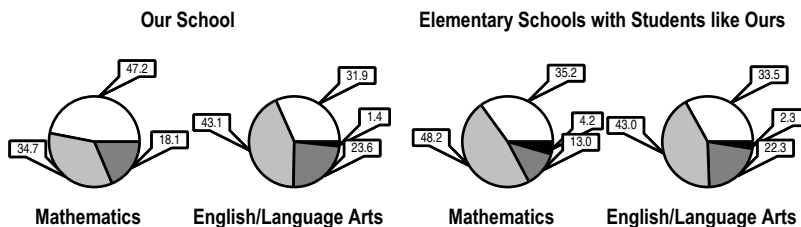
**DEFINITIONS OF DISTRICT RATING TERMS**





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

82.7%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	80	98.8	31.9	43.1	23.6	1.4	31.9	Yes	Yes
<b>Gender</b>									
Male	41	97.6	40.0	42.9	17.1	0.0	20.0		
Female	39	100.0	24.3	43.2	29.7	2.7	43.2		
<b>Racial/Ethnic Group</b>									
White	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	77	98.7	31.4	44.3	22.9	1.4	31.4	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	53	100.0	25.0	43.8	29.2	2.1	41.7		
Disabled	27	96.3	45.8	41.7	12.5	0.0	12.5	I/S	I/S
<b>Migrant Status</b>									
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S		
Non-migrant	79	98.7	31.0	43.7	23.9	1.4	32.4		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	80	98.8	31.9	43.1	23.6	1.4	31.9		
<b>Socio-Economic Status</b>									
Subsidized meals	75	98.7	31.9	43.5	23.2	1.4	31.9	Yes	Yes
Full-pay meals	5	I/S	I/S	I/S	I/S	I/S	I/S		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	80	98.8	47.2	34.7	18.1	0.0	25.0	Yes	Yes
<b>Gender</b>									
Male	41	97.6	57.1	37.1	5.7	0.0	11.4		
Female	39	100.0	37.8	32.4	29.7	0.0	37.8		
<b>Racial/Ethnic Group</b>									
White	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	77	98.7	47.1	34.3	18.6	0.0	24.3	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	53	100.0	37.5	37.5	25.0	0.0	35.4		
Disabled	27	96.3	66.7	29.2	4.2	0.0	4.2	I/S	I/S
<b>Migrant Status</b>									
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S		
Non-migrant	79	98.7	46.5	35.2	18.3	0.0	25.4		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	80	98.8	47.2	34.7	18.1	0.0	25.0		
<b>Socio-Economic Status</b>									
Subsidized meals	75	98.7	47.8	36.2	15.9	0.0	23.2	Yes	Yes
Full-pay meals	5	I/S	I/S	I/S	I/S	I/S	I/S		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	15	93.3	N/A	9.1	63.6	27.3	90.9
	<b>Grade 4</b>	28	96.4	41.7	41.7	16.7	N/A	16.7
	<b>Grade 5</b>	24	95.8	52.2	43.5	4.3	N/A	4.3
	<b>Grade 6</b>	11	100.0	45.5	36.4	18.2	N/A	18.2
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	14	100.0	18.2	27.3	45.5	9.1	54.5
	<b>Grade 4</b>	18	100.0	13.3	46.7	40.0	N/A	40.0
	<b>Grade 5</b>	32	96.9	38.7	58.1	3.2	N/A	3.2
	<b>Grade 6</b>	17	100.0	43.8	43.8	12.5	N/A	12.5
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	15	100.0	N/A	36.4	54.5	9.1	63.6
	<b>Grade 4</b>	28	96.4	37.5	50.0	12.5	N/A	12.5
	<b>Grade 5</b>	24	100.0	70.8	29.2	N/A	N/A	N/A
	<b>Grade 6</b>	11	100.0	45.5	36.4	9.1	9.1	18.2
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	14	100.0	9.1	45.5	45.5	N/A	45.5
	<b>Grade 4</b>	18	100.0	26.7	40.0	33.3	N/A	33.3
	<b>Grade 5</b>	32	96.9	58.1	35.5	6.5	N/A	6.5
	<b>Grade 6</b>	17	100.0	68.8	31.3	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 133)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	8.9%	N/A	3.5%	2.7%
Attendance rate	97.3%	Up from 97.0%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	11.4%		6.9%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	11.4%		5.8%	3.5%
Eligible for gifted and talented	6.2%	Up from 2.6%	5.1%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	10.1%	Down from 13.7%	8.0%	8.2%
Older than usual for grade	4.5%	Down from 18.2%	2.4%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 14)				
Teachers with advanced degrees	71.4%	No change	48.4%	51.4%
Continuing contract teachers	92.9%	Up from 85.7%	80.0%	87.5%
Highly qualified teachers**	100.0%	N/A	92.7%	95.0%
Teachers with emergency or provisional certificates	0.0%		3.4%	0.0%
Teachers returning from previous year	94.9%	Up from 87.9%	82.5%	86.7%
Teacher attendance rate	95.4%	Down from 97.5%	94.7%	94.9%
Average teacher salary	\$44,739	Up 0.2%	\$39,648	\$40,760
Prof. development days/teacher	12.4 days	Up from 10.9 days	13.4 days	12.4 days

School				
Principal's years at school	1.0	Down from 14.0	4.0	4.0
Student-teacher ratio in core subjects	13.2 to 1	Up from 12.7 to 1	17.1 to 1	18.9 to 1
Prime instructional time	91.5%	Down from 93.3%	88.9%	90.0%
Dollars spent per pupil*	\$9,662	Up 15.1%	\$7,020	\$6,044
Percent of expenditures for teacher salaries*	65.1%	Up from 62.2%	63.9%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	88.1%	92.0%
Highly qualified teachers in high poverty schools**	87.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

As we continue to embrace the concept that "It takes a whole village to raise a child," we continue to practice this concept. We utilize our parents and community members to help us educate our children. In preparing to serve our children, much analyzing of our performance of the past year was done. In working to satisfy our insatiable need to excel, we made what we believe to be significant changes. In keeping with our focus, we added to our reading and math programs. We supplemented our reading program with more Direct Instruction. We raised the bar for our children in mathematics instruction. We included all children by creating a thirst for science. Our teachers extended themselves for more training to help reach and teach more.

Our teachers and staff members worked together to plan for the success of all children. They can often be found discussing alternative strategies to help students succeed. They can also be found planning ways for parents to help their children. We thank them for their concern, dedication, and willingness to help children succeed. We are grateful to our parents who support us by coming in for conferences, working with their children, and supporting school activities. Our volunteers help make our job easier and help children understand that you can't stop giving and helping others. They also help our children to see their individual talents. We appreciate them, love them, and thank them for their untiring help. Each community can boast of something that is uniquely theirs and ours is the support and help we continue to receive from our Faith Community. Our Faith Community helps to instill values and build character as well as reward our students for success. We say to them, thank you.

Our main goal will continue to be to help all of our children become lifelong learners and productive citizens of our community.

Blondell Adams, Principal

Jennifer Robinson, School Improvement Council Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	14	12	10
Percent satisfied with learning environment	78.6%	66.7%	80.0%
Percent satisfied with social and physical environment	84.6%	41.7%	90.0%
Percent satisfied with home-school relations	78.6%	91.7%	80.0%

\*Only students at the highest elementary school grade level at this school and their parents were included.